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ABSTRACT

This curriculum guide for furniture renovation (refinishing and reupholstering) is one of four guides developed to aid in setting up either Code 30 or adult vocational programs in the home furnishings service area. Introductory materials include information on the project that developed the curriculum (purpose and procedure) and survey materials from the project (letter, instruction sheet, information sheet, and tasks list for furniture renovating, reupholstering, and refinishing). Suggested curriculum guides are then provided for refinishing furniture and for reupholstering furniture. The competencies to be achieved are listed first. The curriculum guide in a chart format follows. In this chart tasks are coordinated with objectives and related learning activities, resources, and evaluations. A bibliography is also included. (YLB)

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Suggested Curriculum Guide for Furniture Renovation Refinishing and Reupholstering

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Final Report of Project
No. 04-417-150-312

Curriculum Development for Code 30 Programs in Home Furnishings Services

Dec. 15, 1981 - June 30, 1982

The project was funded through Research Turnback Monies under Vocational Education Act, Section 131.

The project was cooperatively conducted by Wisconsin Board of Vocational, Technical and Adult Education and Madison Area Technical College staff. Other districts participating were: Blackhawk Technical Institute, Southwest Wisconsin Technical Institute, Waukesha County Technical Institute and Fox Valley Technical Institute.

Carol Swiggum
Project Director

FORWARD

This publication is one of four suggested curriculum guides developed to aid the setting up of either Code 30 or adult vocational programs in the designated Home Furnishings areas: Window Treatment and Rod Installations, Slipcover Construction, Furniture Renovation (Refinishing and Reupholstering) and Entrepreneurship.

With each curriculum guide, there is a separate Resource Book containing illustrative and informative materials for teaching. The word RESOURCE is identified in all capital letters in the curriculum guide. Pages are listed.

In the curriculum guide, the word RESOURCE is identified in capital letters, and the pages from the Resource Book are listed. These materials may be reprinted for classroom use.

ACKNOWLEDGEMENTS

Special appreciation is extended to the following coordinators, consultants and post-secondary instructors for their efforts in the development of this curriculum for the home furnishings service programs.

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Materials received from the following schools were used in the development of the curriculum and resource book.

Blackhawk Technical Institute
Gateway Technical Institute
Madison Area Technical College
Southwest Wisconsin Technical Institute
Waukesha County Technical Institute

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PURPOSE OF THE PROJECT

Present Status of Programs.

In some districts the Home Furnishings Services one-year programs are having difficulty attracting sufficient enrollment to continue on a cost effective basis. These district advisory committees have indicated the need for restructuring curriculum into shorter, more intensified Code 30 programs to fill the occupational needs following the discontinuance of the Home Furnishings Service Program.

Purpose and Intent.

Purpose of this project was to develop short-term Home Furnishings Skills Program Curriculum. The implementation of the curriculum will train workers in the following Home Furnishings related occupations: Drapery Maker, Slipcover Maker, and Furniture Renovator.

There is a declared need by industry for skilled workers to be employed as Drapery Makers, Slipcover Makers and Furniture Renovators in the home furnishing and interior design industry. The skilled workers may be employed in workrooms of business operations, i.e. drapery shops, upholstery shops or they may be involved in entrepreneurship. The latter training could enable the displaced homemaker, the mother or father in the family, or the single parent to operate a small business and also enable one to care for the family.

The development of curriculum guides will aid any district state-wide in setting up either Code 30 or adult vocational programs in designated areas. Suggested titles for these Code 30 programs are Slipcovering Occupation, Furniture Restoration Occupation and Window Treatment Occupation.

PROCEDURE FOR CURRICULUM DEVELOPMENT

1. Wisconsin State Board Home Economics Consultant contacted staff from various districts to assist in the development of the curriculum.

   A project director was chosen as were curriculum writers in the following areas:
   - Furniture Renovation (Refinishing & Reupholstery)
   - Slipcover Construction
   - Window Treatments
   - Rod Installation
   - Entrepreneurship

2. Lists of employers and past graduates were obtained from the four participating districts.

3. The project director compiled three separate questionnaire surveys of performance tasks related to the areas: Furniture Renovating (Reupholstery and Refinishing); Drapery Construction and Window Treatments (including rod installation); and Slipcover Construction. All three questionnaires contained tasks associated with Entrepreneurship. The questionnaire was patterned after the Iowa's "Identification of Tasks in Home Economics Related Occupations."

   Each survey contained a checklist of tasks indicating the tasks performed in a particular job and the frequency of performance. A general information sheet was included to learn the characteristics of people involved in these occupations. Space was provided for respondents to list additional job tasks they performed. Refer to pages 4-10.

4. The number of questionnaire surveys sent out and the number returned is given below:

	Sent Out	Returned
Window Treatments (including rod installation)	26	9
Furniture Renovation	33	8
Slipcover Construction	7	2

Since this is a developing area, the number of participants to be surveyed was limited.

The rate of return of surveys appeared to be related to present status of economy, particularly in some districts.

5. The data findings of the surveys returned is recorded on the survey on pages 7-10. It states the number of respondents that performed a particular task daily, once a week, once a month, once a year, or never.

   The data findings showed a trend for workers in these home furnishings areas to be largely of the over 35 age group. The individuals engaged in these occupations were self-employed or worked with less than two employees. A large percentage had received their training at adult education classes or vocational school.

   The tasks performed by the individuals depended on the size of the business. In a smaller business (under three workers), the employee or self-employed person performed all the tasks of construction. In a larger business (10 or more workers), the employee did particular jobs such as cutter, sewer, etc.; but some moved around and performed different jobs at various times.

   Construction tasks were most frequently performed by the self-employed and employee of the larger business.

   Routine business tasks were performed by the self-employed, the boss or by a person specifically assigned to only that aspect.

6. Consultants, co-ordinators, project director, and instructors working on the project collected resource materials from educational institutions and other sources. The materials were distributed to the designated curriculum writers.

7. A format for the curriculum was developed. There were three columns. In the first column the tasks a worker in the particular occupation would need to perform were stated. The tasks stated on survey questionnaire were to be used as a guide.

   In the second column, the learnings the worker must comprehend in order to perform the task were stated.

   The last column was to be comprised of learning activities and resources that the teacher or student would do to provide learning or to learn the task. Resources in the form of illustrative and informative guide sheets would be listed here, and included in a separate resource book.

8. A separate bibliography would be at the end of the curriculum guide. It was to include the title, author, publisher (address), cost and synopsis of the resource.

9. A time frame was developed.

10. The project director met with individual curriculum writers. One meeting of all consultants, co-ordinators and curriculum writers was scheduled to review the suggested curriculum guides.

MADISON AREA TECHNICAL COLLEGE
211 NORTH CARROLL STREET, MADISON, WISCONSIN 53703

NORMAN P. MITBY
District Director

January 22, 1982

Dear

The Wisconsin Board of Vocational, Technical and Adult Education has approved a project for Madison Area Technical College to develop curriculum in some of the specialized areas in the Home Furnishings Services one year diploma program. The project will be cooperatively conducted by Madison Area Technical College staff and the Wisconsin Board of Vocational, Technical and Adult Education. Other district schools participating are: Blackhawk Technical Institute, Southwest Wisconsin Technical Institute, Waukesha County Technical Institute, and Fox Valley Technical Institute.

This project has been recommended by advisory committees to the Home Furnishings Services programs throughout the state. There are indications that individuals going into business or employment in these fields need more in-depth training in slip-covers, upholstery, furniture refinishing and restoration, draperies, window treatments and installation.

Some tasks for these jobs have been identified through research studies. We need your assistance to help verify these tasks so that the curriculum which is developed is relevant and meets today's training needs.

We would appreciate your completing the questionnaire and supplying additional suggestions and recommendations. Your response will be held in confidence and will not be identified in the report. We would appreciate receiving your response by February 4, 1982. Enclosed is a self-addressed, stamped envelope.

If you have further questions, please contact:

Carol Swiggum, Project Director	(608)222-6853
Phyllis Schwebke, Home Ec Chairperson	(608)266-5077
Helen Scheve, Home Ec Consultant WBVTAE	(608)266-1700.

We appreciate your cooperation.

Sincerely,

Norman P. Mitby
District Director

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TASKS IN HOME FURNISHINGS RELATED OCCUPATIONS

Instruction Sheet

The questionnaire consists of two parts. The first part concerns information about yourself to help us determine the characteristics of people involved in these occupations. Please fill in the blanks completely. It is very important that blanks not be left empty. The information will, of course, remain confidential.

The second part of the questionnaire is in the form of a checklist. This list includes many tasks which might be part of the specific job. The list also includes tasks which one may never do. Please read each item very carefully before checking the appropriate column.

If you are performing the specific job (employee or self-employed) check tasks as they apply to you.

If you are an employer of a person in this occupation, check tasks you would expect the employee to perform.

(1) Check column 1 if the task is one which you or employee never do in the job.

(2) Check column 2 if the task is one which you or employee might do at least once a year in the job.

(3) Check column 3 if the task is one which you or employee would do at least once a month in the job.

(4) Check column 4 if the task is one which you or employee would do at least once a week in the job.

(5) Check column 5 if the task is one which you or employee would do every day in the job.

It is important that you check every item on the list. At the end of the checklist, space is provided in which you may list tasks that are a part of your job which we may have omitted in our list; also indicate how often you do these tasks. It is very important to the study that each person identify the tasks he performs that we may have omitted.

Thank you for your time--your cooperation is appreciated.

INFORMATION SHEET

1. Name _____

2. Where employed (business or home) _____

3. Business address _____

4. Type of business _____

5. Size of business - total number of employees _____

6. Your occupation or job title _____

7. Number of employees in your occupation _____

8. Total length of time employed in this occupation _____

9. Age _____ Sex _____

10. Highest grade completed in school (please circle)

6	7	8	9	10	11	12	13	14	15	16
elementary			high school				college			

11. Additional schooling or training (please check)
_____none
_____trade school
_____area college
_____adult education classes
_____other (list) _____

12. On the job training (please check)
_____none
_____short course provided by business
_____observation of another employee in the same occupation
_____instruction in tasks and duties by manager or person in charge
_____other (list) _____

13. Length of training checked in #12 above _____

FURNITURE RENOVATING
(Reupholstery and Refinishing)

Tasks for Home Furnishings Related Occupations
CHECK LIST

TASKS PERFORMED

	never 1	once a year 2	once a month 3	once a week 4	daily 5
1. Strip old coverings off furniture	1		1	1	5
2. Reglue joints in furniture	1		1	3	3
3. Replace cracked or broken pieces in furniture	1	1	1	3	2
4. Replace straps under cushions and springs			1	2	5
5. Retie springs in cushion		1		3	4
6. Attach upholstery fabric to furniture				2	6
7. Cover buttons				4	4
8. Attach buttons to furniture				4	4
9. Inspect finished upholstery for accuracy				2	6
10. Inspect furniture before deliver to customer				3	5
11. Use an air/electric stapler			3	1	4
12. Use power drill	2		1	2	3
13. Select and coordinate fabric and thread	1			2	5
14. Select trim	2			2	4
15. Determine cutting lines by pinning and marking fabric				2	6
16. Determine proper placement of fabric grainline on upholstered furniture				2	6
17. Cut new upholstery pieces from old ones				2	6
18. Cut fabric to size and shape of furniture				2	6
19. Pin cut pieces together	1			1	6
20. Join upholstery pieces on sewing machine				2	6
21. Use power sewing machine to do stitching				2	6
22. Measure width and distance between pleats for upholstery		1		2	5
23. Fold pleats for upholstery				4	4
24. Stitch pleats				4	4
25. Stitch piping and welt to seam by machine				2	6
26. Attach trimming by hand or machine	1			2	5
27. Position and sew zipper or tape with fasteners for upholstery				4	4
28. Hand sew knots to prevent raveling	1	1	3	1	2

FURNITURE RENOVATING
(Reupholstery and Refinishing)

Tasks for Home Furnishings Related Occupations
CHECK LIST

		TASKS PERFORMED				
		never 1	once a year 2	once a month 3	once a week 4	daily 5
29.	Clean sewing machine			1	2	2
30.	Select and install holding devices for sewing machine	1	2			2
31.	Cut new foam cushions into right shapes			2		3
32.	Sew piping for cushions edging, trimming					5
33.	Put zippers into cushions				3	2
34.	Use cushion stuffer machine	3			2	1
35.	Do necessary hand sewing to close cushions				3	2
36.	Examine broken or damaged furniture to determine extent of repairs required	1			2	2
37.	Show samples to customers in store	3	1			1
38.	Show samples to customers in their homes	2			2	1
39.	Advise customers on color and type of fabric to use for upholstery	2			1	2
40.	Estimate yardage needed for upholstering a piece of furniture	1			2	2
41.	Measure and estimate yardage for pillows, cushions, or bolsters	1			2	2
42.	Compute cost of fabric from measurements, work specifications, and type of fabric	1			2	2
43.	Itemize cost of labor in making and attaching upholstery	1			2	2
44.	Record on sales check or contract total price of upholstery job	1			2	2
45.	Read and interpret order forms	2	1		1	1
46.	Load, unload, and move merchandise to and from customer's home	1			3	1
47.	Straighten upholstery samples	1		1	3	
48.	Appriase customer's used furniture to determine trade-in allownace	4	1			
49.	Keep workroom clean and orderly	1			1	3
50.	Store supplies and equipment in appropriate places	1		2		2
51.	Keep storage room clean and orderly	1			4	
52.	Keep display room clean and orderly	1			2	2
53.	Straighten catalogs	2		2	1	
54.	Keep sample file up-to-date	2		3		
55.	Organize and file samples	2		3		
56.	Keep display windows clean and orderly	3		2		

FURNITURE RENOVATING
(Reupholstery and Refinishing)

Tasks for Home Furnishings Related Occupations
CHECK LIST

		TASKS PERFORMED				
		never 1	once a year 2	once a month 3	once a week 4	daily 5
57.	Assist in display and window arrangements, both inside and outside of store	5		2		
58.	Answer telephone, take messages, answer questions	1		1	2	4
59.	Pack and unpack merchandise	1		2	5	
60.	Do filing and routine office work	2			2	4
61.	Record and process mail orders	2		2	2	2
62.	Type invoices (bills)	4	2	1		1
63.	Record, mark, and code new merchandise	5		1	1	1
64.	Inspect merchandise for damage, both when received and when shipped			2	4	2
65.	Estimate cost for simple projects	2			4	2
66.	Keep customer records of sales and service	2			4	2
67.	Order supplies and equipment; type purchase orders	2	1	1	3	
68.	Handle customer complaints	2	1	1	2	1
69.	See salesmen (wholesale) who come to show new lines	1	1	4		
70.	Take inventory	1	4			1
71.	Strip wood of finishes	4	1		1	2
72.	Sand wooden parts of furniture	2	1	1	1	3
73.	Stain/varnish/oil/paint furniture to customer's specifications	3		2	1	2
74.	Touch up scratches, repair upholstery, clean surfaces of used furniture	1	2	2	2	1
75.	Polish furniture	3			3	2
76.	Check to be sure safety laws and rules are observed in store areas and displays	2	1	1	1	1
77.	Read own and competitor's ads	1		1	2	3
78.	Run errands for person in charge	1	1		1	4
79.	Allocate/assign work to others in workroom	1		1	2	3
80.	Arrange steps in the order to be followed when attaching upholstered fabric to furniture				2	4
81.	Record amount of time needed for various workroom assignments	3			1	2
82.	Attend shows of merchandise, display supplies, equipment and/or fixtures	4	1		1	
83.	Shampoo upholstery fabric	4	1		1	

FURNITURE RENOVATING
(Reupholstery and Refinishing)

Tasks for Home Furnishings Related Occupations
CHECK LIST

		TASKS PERFORMED				
		never 1	once a year 2	once a month 3	once a week 4	daily 5
84.	Do daily journal entries	2			1	2
85.	Do quarterly sales tax calculations and reports	3		2		
86.	Do annual (and if necessary, quarterly estimates) of income tax calculations	1	3			
87.	Process daily banking receipts	1			3	1
88.	Obtain new or renewed credit	2	2		1	
89.	Compose profit and loss and balance sheets	2	2	1		
90.	Do payroll	3		1	1	
91.	Make provisions for return of damaged or flawed goods	1	2	2		
92.	Write business letters	1		4		
93.	Interview prospective employees	2	2	1		
94.	Collaborate on advertising layout and content	3	2			
95.	Attend community businessman's pursuits	4	1			
96.	Do bank statement reconciliation	1		4		

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Please list any other tasks performed:

Estimate all jobs
Mark samples
Separate old samples
Deliver and pick up furniture
Once a week
  Do sales work
  Visit related business for help and compare business practice
  Solicit new business
Wife does bookkeeping, etc.
Veneer repair, seat weaver, carve to match missing pieces with plastic-like material, oil, mask off areas, splice cracks, patch, fill, hand glaze, wet sand, rub out, buff.
Upholstery is considerably faster with staple gun. Almost everyone uses it 3/4 of the day.

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SUGGESTED

CURRICULUM GUIDE

FOR

REFINISHING

TASK/COMPETENCIES TO BE ACHIEVED

REFINISHING OF FURNITURE

I. Has a knowledge of furniture woods

II. Has a knowledge of the most commonly used wood joints in furniture construction

III. Has a fluent vocabulary of wood terminology

IV. Is familiar with the physical properties of common woods

V. Has a knowledge of history and chronology of furniture styles - 1400's-1940

VI. Has a working knowledge of wood finishing tools and materials

VII. Has a thorough understanding of repairing and restoring furniture parts and surfaces

VIII. Has a thorough knowledge of the basic finish coats and appropriate uses

Tasks	Objectives	Learning Activities/ Resources/Evaluations
I. Has a knowledge of furniture woods.	1. Identify various furniture woods.	• Show film-Wood: Masterpiece of Creation #0269, 28 min. color film showing composition, section cuts, strength, differences of hard and soft woods. Audio Visual Instruction, Madison.
		• Instructor uses actual wood samples to show various stain applications & identification of woods.
		• Distinctions are made between "hard" and "soft" woods, their uses, advantages and disadvantages.
		• RESOURCE, page 1.
	2. Recognize natural figures in wood.	• RESOURCE, Figure 1-A, page 2.
		• Students identify solid cuts as a rift, flat, and quartered.
		• Students identify veneer cuts of flat, quarter and rotary.
	3. Distinguish matching veneers.	• RESOURCE, Figure 1-B, page 2.
		• The students have a knowledge of book, block box, reversed box, diamond, reversed diamond, V match, and slide slip patterns.
II. Has a knowledge of the most commonly used wood joints in furniture construction.	1. Recognize and list common furniture joints.	• How film-Wood Work-Hand Tools: Wood Joints #7208. Demonstrates the tools and procedures in making Butt, Rabbet, Dado, Groove, Dowel & Half Lap joints. Audio Visual Instruction, Madison.

Tasks	Objectives	Learning Activities/ Resources/Evaluations
II. Has a knowledge of the most commonly used wood joints in furniture construction (cont.)		• Resource, pp. 3 & 4 • Students learn to recognize various wood joints such as: Butt, Mitre, Shipway, Tongue-Grove, Housed Dovetail, Spline Grove, Fillet, Table, Doweled Mortise and Tenon.
III. Has a fluent vocabulary of wood terminology.	1. Use furniture refinishing terms when applicable.	• Resource, pp. 5-7
IV. Is familiar with the physical properties of common woods.	1. Determine wood's physical properties for its effective usage.	• Show film - Industrial Arts: Knowing Woods and Their Uses - #4360. 16 minute black and white film. Presents the classification and characteristics of woods to aid in the selection for specific needs. Explains the various types of sawing, mill processing, stock dimensions and measurements. Audio Visual Instruction, Madison. • Resource, p. 8
V. Has a knowledge of history and chronology of furniture styles - 1400's - 1940.	1. Recognize basic period style features.	• Students learn to recognize various period styles such as: Jacobean, William and Mary, Queen Anne, Chippendale, Federal, American Empire, Victorian, Eclectic, Early Frank Lloyd Wright, Art Noveau and Deco, and Contemporary. • Resource, p. 9 "Furniture Care" booklets and brochures Johnson Wax - Consumer Education Center-Golden Rondelle, 14th & Franklin St., Racine, WI 53403.

Tasks	Objectives	Learning Activities/ Resources/Evaluations
	2. Recognize various ornamentations which are used in various furniture styles.	• Resource, p. 10
VI. Has a working knowledge of wood finishing tools and materials.	1. Understand the proper use of sand papers of various qualities.	• Demonstrate with coarse, medium, fine, extra fine sand paper and use of a sanding block.
	2. Use emory paper properly for the desired effect.	• Show use of polishing tool.
	3. Use steel wool correctly.	• Demonstrate as surface remover and smoother.
	4. Use electrical sanders correctly.	• Demonstrate orbital straight line sanders.
	5. Use scrapers and putter knives correctly.	• Show use in removing old finishes.
	6. Understand function of tack cloth or rag.	• Showing how to remove sanding dust, steel wool particles and similar substances from sanded wood surfaces.
	7. Comprehend proper times for use of screw drivers, pliers, wrenches, hammers, pinchbar, nailset, etc.	• Demonstrate use for setting exposed nail heads, repair damage, remove hardware and mouldings.
		• Resources "Wood Furniture" finishing, refinishing repairing - James Brumbaugh.

Tasks	Objectives	Learning Activities/ Resources/Evaluations
VI. Has a working knowledge of wood finishing tools and materials. (cont.)		"Furniture, Furniture Finishing, Decoration, and Patching" - Patton and Vaughn. "Wood Finishing - Plain and Decorative" - F. N. Vander Walker.
	8. Become familiar with proper uses of glues and glue clamps for joining and gluing woods.	·Show film or films. Wood Work - Hand Tools: Glues and Joints - #7208. Demonstrates the tools and procedures in making six joints: Butt, Rabbet, Dado, Groove, Dowel and Half Lap Joints - Audio Visual Instruction, Madison. Industrial Arts: Joining and Gluing - #3710, 15 minute black and white film. Principles, procedures, and materials for joining and bluing wood together - Audio Visual Instruction, Madison.
VII. Has a thorough understanding of repairing and restoring furniture parts and surfaces.	1. Examine frame and makes necessary repairs.	·Demonstrates making necessary frame repairs such as: regluing joints, replacing missing parts, repairing broken sections, repairing cracks and splits, correcting missing pieces of veneer, warping, and dry rot. ·Resource such as Chapter 6 - Brumbaugh.
	2. Use proper devices to correct surface defects.	·Demonstrates proper devices to correct surface defects such as: crazing, lifting, cracking, gouges, scratches, dents. ·Resource such as Chapter 6 - Brumbaugh.

Tasks	Objectives	Learning Activities/ Resources/Evaluations
VII. Has a thorough understanding of repairing and restoring furniture parts and surfaces. (cont.)	3. Use appropriate procedure to clean old surface	• Demonstrates how to clean old surface with use of mild soap and water, mineral oil, lemon oil, vinegar and water, turpentine, fine steel wool, pumice stone and water (or oil), rottenstone and water (or oil), naptha, turpentine and alcohol.
	4. Understand and use a standard procedure for wood preparation, such as:	• Students select an old piece of furniture to restore which has potential or monetary worth.
	A. Identify the finish for proper cleaning preparation or removal selection.	
	B. Clean surface with cleaning agent that will not disolve the finish.	
	C. Examine cleaned surface and decides whether to remove it, restore it, or leave in present condition.	• Instructor will help evaluate this decision - if finish shows signs of brittleness, cracking, or poor adhesion, (lifting, peeling, etc.) it is best to remove it completely.
	D. If stripping is necessary, old hardware is removed and stored safely.	
	E. Disassemble in most instances.	
	F. Apply the paint and varnish remover usually with old cleanbrush. Allow remover several minutes to react. Clean off with suitable lifter as putty knife and/or coarse	• Dictated generally by direction on container.

Tasks	Objectives	Learning Activities/ Resources/Evaluations
VII. Has a thorough understanding of repairing and restoring furniture parts and surfaces. (cont.)	steel wool. Mouldings and carvings can be cleaned with toothbrush.	
	G. When bulk has been lifted, wipe clean with cloths, then rub surface with a medium grade of steel wool and/or turpentine or paint thinner.	• Discretion should be used on final steps - varying with chemicals used.
	H. Use clean cloth saturated with turpentine and wipe entire surface.	
	5. Use procedures for correcting spots damaged by water, alcohol, ink, oil, milk and citris acids.	
	6. Use proper procedures and caution in use of wood bleaches.	• Instructor advises uses of: -Sodium Hypochlorite (Clorox) -Peroxide -Oxalic Acid
	7. Know and use appropriate stains to give wood special color, hues and shades - to accentuate grain patterns or imitate expensive woods.	• Instructor advises proper use and ultimate aim in use of: -Penetrating oil stains -Pigmented oil stains -Varnish stain -Water soluble dyes -Alcohol soluble dyes -Stain sealer

Tasks	Objectives	Learning Activities/ Resources/Evaluations
VII. Has a thorough understanding of repairing and restoring furniture parts and surfaces. (cont.)		Industrial Arts: Wood Finishing - #3678, 14 minute black & white film - demonstrates and explains the principles and procedures for finishing furniture and other articles made of wood. Discusses preparing the surface, use of paints, stains fillers, shellac, lacquers, varnish, rub-on finishes, and fina waxing. Audio Visual Instruction, Univ. of WI - Extension.
	8. Understand need and functions of sealers.	• Instructor explains need for sealers. • Manufacturer's procedures are followed.
VIII. Has a thorough knowledge of the basic finish coats and appropriate uses.	1. Understand when to use the various finishes.	• Instructor gives pros and cons of various finishes and when they are most likely to be used.
	2. Understand and use the proper procedures when applying finish coats.	• Demonstrates the proper procedures when applying: -shellac -varnish -lacquer -paint and enamel -oil and wax -rubbing, waxing and polishing -antiquing and glazing -gilding and bronzing -decorating furniture -epoxies and the new polyurethane finishes • Use Resources such as: "Wood Furniture" - Brumbaugh.

SUGGESTED

CURRICULUM GUIDE

FOR

REUPHOLSTERING

TASKS/COMPETENCIES TO BE ACHIEVED

REUPHOLSTERING OF FURNITURE

I. **Comprehends reupholstering terminology**

II. **Has a knowledge of customer relations**

III. **Prepares the furniture frame for reupholstering**

IV. **Plans, cuts, and installs final covers**

V. **Has knowledge of woven seat procedures**

VI. **Inspects finished upholstery for accuracy**

Tasks	Objectives	Learning Activities/ Resources/Evaluations
I. Comprehends reupholstering terminology	1. Recognize and use various reupholstering terms.	• The students are acquainted with upholstery vocabulary by using a list of upholstery terms and examples. • RESOURCE, pages 11-17.
	2. Recognize and understand the uses for reupholstering: -materials -supplies -equipment	• Display and demonstrate uses of reupholstering: -materials -supplies -tools -equipment • RESOURCE, pages 18-22
I. Has a knowledge of customer relations	1. Advise customer in choosing the appropriate color and type of fabric.	• Students learn the characteristics of various fabrics such as: -durability -cleanability -color fastness -fiber content • RESOURCE, pages 23-25. • The students practice choosing appropriate fabrics for appropriate periods of furniture, refer to page • Students prepare a sample book of decorative fabrics used in upholstering.
	2. Itemize the cost of the reupholstering project for the customer.	• RESOURCE, page 26. The students learn to estimate yardage for various furniture styles.

Tasks	Objectives	Learning Activities/ Resources/Evaluations
II. Has a knowledge of customer relations (cont)		• The students practice calculating the cost of yardage. • The students learn to estimate the cost of labor. • Students practice calculating the cost of various projects.
III. Prepares the furniture frame for reupholstering	1. Remove old covering from furniture	• The students are shown how to remove an old covering. • RESOURCE, pages 27-28.
	2. Examine broken or damaged furniture to determine extent of repairs required.	
	a) Repair furniture frame.	• Demonstrates procedures for: -regluing joints -replacing missing pieces -repairing cracks and splits Refer to page
	b) Repair furniture surface defects 1) restore surface with suitable cleaning preparations or 2) restore surface by refinishing old finish	• Students are shown examples of surface defects. • Students are shown how to decide whether to clean the surface or to refinish the surface.

Tasks	Objectives	Learning Activities/ Resources/Evaluations
III. Prepares the furniture frame for reupholstering (cont)	2. Examine broken or damaged furniture to determine extent of repairs required (cont)	• Demonstrates procedures for repairing: -crazing -cracking -lifting -gouges -scratches and dents • Refer to refinishing section
	3. Install webbing springs & padding	• Demonstrates the uses and installation of webbing, springs, padding, burlap and edge rolls. • RESOURCE, pp. 29-44 • Each student designs and assembles a stool, choosing either a padded only design or one with webbed and spring construction. • Use resource such as Upholstering Methods by Zimmerman.
IV. Plans, cuts, and installs final covers	1. Measure, mark, and cut new covers.	• Students practice measuring in inches, feet and yards. • Demonstrates various cutting procedures: -by measuring -by using small scale drawing -new pieces from the old pieces -pinning and marking

Tasks	Objectives	Learning Activities/ Resources/Evaluations
IV. Plans, cuts, and installs final covers. (cont)	2. Arrange steps in the order to be followed when attaching the fabric to the furniture.	• Students learn the most common sequence for installing the final cover.
	3. Sew and install final cover.	• Resource demonstrates procedures for the following: -machine sewn seams -attaching stitches -welting strips (cording) -corners -box and tailored pleats -blind stitching -blind tack strip
		• RESOURCE, pp. 45-46
		• Students refer to resources such as Upholstering Methods by Zimmerman, Chapter 8.
	4. Measure and sew cushions.	• Student is acquainted with the various cushion shapes: -round -square -rectangular -T-shape -half T -irregular
		• Demonstrates procedures in: -marking and cutting -cutting foam -loose-filled -zippers -reversible cushion -compartmented casings -semi-detached back cushions

Tasks	Objectives	Learning Activities/ Resources/Evaluations
IV. Plans, cuts and installs final covers. (cont)	5. Understand procedures for buttons, channeling and tufting.	• Use resource such as Upholstering Methods by Zimmerman. • Demonstrates channeling: -laying out as separate unit -making channels -assembling channels -stuffing channels -alternate channel construction -laying out tapered channels -installing channeled covers • Demonstrates tufting - methods: -individual pockets -tufting a completely padded surface -tufting vinyl - plastics
V. Has knowledge of woven seat procedures	1. Develop proficiencies in: a. Cane Seating 6 way pattern 4 way pattern shaped cane backs close caning b. Rush seating rectangular shaped Scandinavian c. Willow d. Cord seating e. Sea Grass	• Use Resource such as "Cane Rush and Straw" by Yvonne Deutch • Examples are shown of various types of woven seat procedures. • Use Resources such as: "Cane and Rush Seating" - Margery Brown. The Larousse Craft Series. • Use Resources such as: "Chair Caning" - Garden Way. Bulletin A-16.
VI. Inspects finished upholstery for accuracy.	1. Inspect furniture before delivery to customer.	

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*We have found these books to be especially helpful in our program.

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We would appreciate any comments on the content, the format and the usefulness of this material.

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